"The revolution in information and communication technology illustrates more clearly than anything else that the world is one ... we should welcome these new opportunities for greater international communication and mobility, not only for students but for institutions and for knowledge itself". (Bruntland, 1988).

Communication technology has been utilised for educational purposes with varying degrees of success in many countries. Goals are broadly similar across borders, though implementation strategies differ in accordance with local systems and ideologies. A comparative study of two countries, Canada and India, was attempted to discover similarities in the educational use of television and to determine whether one situation could provide guidelines for another.

The research tools used to gather data for this study in Canada were the interview schedule and participant observation, including a perusal of available documents and files. Indian data was gathered similarly and has been presented in the main part of this thesis under the title "The UGC INSAT-TV Project-A Profile" in Chapter I.

The two regions under study, Canada and India, have a common goal for ETV, i.e., the spread of education to all peoples. Both regions are characterised by the existence of remote populations and a paucity and/or unequal distribution of educational resources.

There are three basic differences between the two countries in terms of ETV. India has a centralised policy, whereas in Canada each province administers its own ETV project. The target audience in India is the regular college student, since the programmes are meant for general enrichment; in Canada, the target audience is the distance education student and programmes are course-specific. Finally, India has only one channel on which educational programmes are given some time, whereas in Canada separate educational channels are allotted to educational television stations.

In terms of the formulation of policy, India could look at the Canadian method of linking ETV to specific distance education courses in order to provide a clear focus for programmers and administrators. India could also consider the expansion of funding avenues for programme production as this would help increase the rate of production and improve the quality of indigenous programmes.
Canada could look at India's successful implementation of ETV on a nation-wide basis. This would provide students across the country access to similar courses and reduce repetition of programmes by individual institutions.

In terms of appropriateness of use of the technology, it should be noted that it was the availability of the technology (i.e., spare capacity on their respective satellites) rather than the felt need for education that motivated the commencement of educational telecasts.

Investment in television technology in both Canada and India has been initiated and largely funded by the respective governments. In terms of recurring expenditure, production of programmes is the main factor. Here, the scarcity of resources in India sometimes forces a simplification of the production or a reduction in quality. However, educational stations in Canada face a similar situation of modest allocations for ETV. Partly for this reason, both countries tend to acquire considerable amounts of programming from external sources. This often results in culturally alien subjects and issues being presented.

The accessibility of programmes to the target audience is dependent on the availability of television sets. The non-availability of transmission in certain areas, and the inconvenience of the programme timings, also hinders accessibility to a certain extent in both countries.

Canada is today experimenting with newer technologies like teleconferencing and telewriter systems for education. In India, though it may be inevitable to invest in telecommunications for development and education, the country should proceed with caution, keeping in mind local needs, and utilising scarce resources judiciously.